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ABSTRACT

This discussion reports the results of a survey of teacher evaluation practices in school districts within the 11-county capital district area of New York State. Current practices are contrasted to a more generalized systems model articulated by Mitzel and others. Data was collected by a combination of survey and interview techniques. Traditional evaluation patterns as identified in the survey do not promote the development of teaching effectiveness and do not allow the exercise of administrative skill and judgment in the improvement of the process. The alternative model, as proposed, is a systemization of activities already known in theory and practice, and already tested in the behaviors of teachers and administrators on an ad hoc basis. This survey indicates a need for change in the practice of teacher evaluation. This change will not be easy to achieve because the traditional pattern is heavily ingrained in the thinking and habits of administrators, principals, and teachers. What is needed to effect change in the direction indicated is a commitinent on the part of school systems to engage in long term inservice training for teachers and most particularly for administrators about the need for a systematic evaluation process. The alternative model implies a reformulation of supervisory role. It requires a change in the way administrators think about their own jobs and about their basic relationships with teachers. (RC)

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The Shape of Teacher Evaluation

A Survey of Practices in the Capital District of New York

by Edward S. Hickcox

assisted by Thomas Rooney*

I. Introduction

Concern about teacher evaluation practices is at once the oldest of discussion topics among educators and the most recent. Teachers are fond of remembering the dictim of Henry Adams that "teachers affect eternity," with the resulting admission of inability to identify in the here and now salient and measurable elements of effective teaching. And yet they have for years submitted and even subscribed to an evaluation process whose end result is the rating of teachers, generally according to normatively developed criteria. The result of this situation has been usually that teachers have rejected systems where substantive rewards are part of the evaluation process (merit pay) while at the same time enduring what is often an extraordinarily complex

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evaluation process involving great amounts of time and effort on their part and on the part of supervisors.

The accountability "boom" with consequent development of such concepts as Teacher Competency and Performance Evaluation has intensified current concerns with teacher evaluation practices, at least in the literature. The term "competence," as it is now being used, implies measurement of performance according to some notions of effective teaching arrived at in a more or less rational fashion. The adoption of such a model into an operating school system would probably mandate a change in whatever the current evaluation practices happened to be.

This discussion reports the results of a survey of teacher evaluation practices in school districts within the 11-county capital district area of New York State. (Details of the methodology are given in a later section.) The current practices are contrasted to a more generalized systems model articulated by Mitzel and others (Mitzel, 1957). The report includes a section on general background, a description of the methodology, analysis of the data, and a discussion of the implications of the findings.

This study was carried out under a grant from the office of Dr. David Martin, Assistant to the Vice President for Academic Affairs, the State University of New York at Albany. Assistance in sample selection was given by Mr. Robert Anderson, Director of Teacher Education, SUNY at Albany. Secretarial assistance was provided by Mrs. Norah Davis. Opinions and interpretation reflect only the biases of the author.

II. Background

According to a survey by the Educational Research Service of the American Association of School Administrators in 1972 (AASA, 1972) in the overwhelming majority of school systems, classroom observation of teachers by principals or supervisors is the standard method of evaluating. In a majority of cases, a check list or rating form is used. In outline form the basic model is as follows:

1. The principal is expected to evaluate teachers by classroom observation a certain number of times, usually more for beginning and non-tenured teachers. Sometimes the number of observations is actually prescribed by directive from the central office.

2. The principal observes a class, often informing the teacher ahead of time but not always. In only a few instances is there a formal meeting ahead of time with the teacher involved.

3. The principal enters the class, sits at the back of the room, and listens as the teacher conducts the lesson. He may take notes of what he observes. He ordinarily has a rating form of some kind.

4. Following the observation, he schedules a post-observation conference with the teacher. Before the conference, he fills out the rating form, and then goes over it with the teacher. Frequently the teacher has the opportunity to sign the evaluation form to indicate that he has seen it.

5. The rating form is placed in the teacher's personal folder. Sometimes it is forwarded to the central office.

6. In only infrequent cases is the evaluation used to determine salary increases, or promotion; if, in fact, there is any way for a teacher to be promoted.

In a study carried out in the Canadian Province of Ontario in 1972 (a study which formed the basis for the research reported here), Palmer, Musella and Lawton (Palmer et al., 1972) surveyed 88 of the 126 school

districts in Ontario relative to their teacher evaluation practices. Despite some methodological problems (for example, mail out questionnaires were sent to the chief school officers of the school districts), the results are quite strong in support of the basic model described by the AASA. Some of the findings are as follows:

1. The stated purposes of teacher evaluation were to help the teacher improve classroom performance and to identify areas in the teaching activities needing improvement. Qualification for merit pay and for salary increments were not considered important purposes for teacher evaluation.

2. Responsibility for teacher evaluation is shared by central office supervisors and by principals.

3. Tenured teachers are not observed with any degree of consistency, perhaps once every two or three years. Probationary teachers are observed two or three times a year. A typical observation lasts one class period.

4. Teachers generally are informed of the visits ahead of time but this is not always required by board policy, and on some occasions teachers are not actually informed of the visits.

5. The criteria most commonly used by districts in making judgments about teacher performance are the quality of teacher-pupil relationships and techniques of instruction. Ability at curriculum development was the least used criteria. Most school districts have a form with various criteria listed. Only a few (three districts) reported serious experimentation with alternative forms of teacher evaluation.

A number of studies have examined the basic approach to teacher evaluation as described here and concluded that classroom observation as a method of evaluating teacher performance is notoriously unreliable as a means to improving performance, particularly when the behaviors to be observed are general. In a series of workshop presentations in Canada and the United States over the past several years, video tapes

of a high school and an elementary school teacher conducting actual classes were presented to a variety of audiences. Participants were asked to rate the teachers according to a standard rating form. All participants viewed the same video tapes under approximately the same conditions. Results in detail for the secondary teacher (Mr. Rodgers) and in summary for the elementary teacher (Miss Smith) are given in Table I (Hickcox and Scott, 1973).

Insert Table I About Here

The results show conclusively that raters do not show consensus in assigning global scores to the same observation. Even those individuals, principals and supervisors, whose job it is to evaluate personnel and who often claim superior knowledge of what "good" teaching is, cannot agree among themselves as to the abilities of these particular teachers.

For Mr. Rodgers, for example, six percent of the total respondents rated him as "Exceptional" and three percent as "Doubtful." The responses along the scale are in approximately a normal curve for Rodgers and skewed slightly toward the positive side for Miss Smith. In the category, "Administrative Seminars," a workshop where the participants were all practicing school principals, there was very little agreement on a global basis as to the job Mr. Rodgers was doing in the classroom.

Alternative approaches to teacher evaluation have been developed and tested in a number of school systems. In the final section of this

Table I
COMPOSITE GLOBAL RATINGS
OF MR. RODGERS
(Reported in Percentages)

Respondent Category	Rating Category *1	2	3	4	5	6
Canadian Graduate Students n=89	8	21	27	28	15	1
American Graduate Students n=45	4	20	27	33	16	0
Graduate Students (teachers) n=20	0	20	20	5	45	10
Graduate Students (admin.) n=39	13	10	10	34	28	5
Secondary Teachers n=74	1	7	30	37	24	1
Admin. Seminars n=29	14	17	17	28	17	7
Women Admin. Trainees n=15	0	13	20	53	7	7
Community College Teachers n=34	3	12	24	38	21	3
Total n=345	6	15	24	32	21	3
Total Miss Smith n=243	9	41	28	19	1	1

*1=Exceptional; 2=Proficient; 3=Competent; 4=Satisfactory; 5=Weak; 6=Doubtful

report, some of these alternatives will be described, and at least one alternative model will be examined in some detail at the conceptual level with suggestions for implementation.

In the next two sections, the methodology for the present survey, and the analysis of data will be presented.

III. Methodology

The general approach to this study involved a combination of survey and interview techniques. A pure mail-out survey was rejected on grounds that such surveys, as reported in the previous section, had already been done. Furthermore, results of mail-out surveys of this type have indicated some responses according to what respondents felt were the expected answers. By selecting a small but representative sample, and eliciting the information from face-to-face interviews, it was felt that reliable data in some depth could be obtained. Further, since other surveys had indicated a great homogeneity across the state and nation relative to teacher evaluation practices, it was decided that the small sample would result in generalizable findings.

Questions. Relying principally on the Palmer, Musella, Lawton study cited earlier (Palmer et al., 1972), the following questions were formulated:

1. What is the purpose of teacher evaluation?
2. Regarding probationary and tenured teachers
    a. Who is involved in evaluation?
    b. How many evaluations are accomplished each school year?
    c. What is the duration of time involved in evaluation?

3. What happens between evaluators and evaluatees after evaluation?
4. What criteria are used in evaluating teachers?
5. What are the overall impressions of the district teacher evaluation program on the part of those involved in evaluation?

Sample. Within the geographical area of the Capital Area School Development Association (CASDA), school districts range from some of the largest in terms of pupil enrollment in the state to some of the smallest. CASDA school districts may also be categorized as urban, suburban, or rural.

Eleven school systems from the capital area were selected. From each system, one school was selected to participate in the study. The intent was to obtain a spread of schools according to type of school, size of school, and location. Tables II and III report the nature of the final sample.

Insert Tables II and III Here

Data Collection. The principal of each school selected for the study was contacted by telephone for permission to conduct the study. Interviews were set up with the principal and with a teacher in the school, and a supervisor if the school used supervisors. The teachers and supervisors were designated by the principal.

All schools contacted agreed to participate in the study. On-site interviews were conducted in each building by one or both of the principal investigators. Questions from the interview guide were asked of each

Table II

SCHOOLS ACCORDING TO TYPE AND SIZE

Type	Size			
	Small (0-499)	Medium (500-999)	Large (1000+)	Total
High School	1	1	2	4
Middle	0	2	2	4
Elementary	1	1	1	3
Total	2	4	5	11

Table III

SCHOOLS ACCORDING TO TYPE AND LOCATION

Type	Location			
	Rural	Suburban	Urban	Total
High School	1	2	1	4
Middle	1	2	1	4
Elementary	2	0	1	3
Total	4	4	3	11

respondent. The formal questions generally took from 15 to 20 minutes to administer. Typically informal discussions would follow for another 15 minutes on issues related to teacher evaluation. The interviews were held in May of 1974.

The Interview Guide. An interview guide (copy is attached in the appendix) was developed to answer the questions of the study. The guide was pretested on two individuals who are members of the Department of Educational Administration at the State University of New York at Albany. The areas covered in the interview guide are as follows:

1. What is the purpose of teacher evaluation?
   This question was subdivided into 14 items including such diverse purposes as the assessment of instructional effectiveness and the identification of teachers for promotion.
2. Who has the responsibility for teacher evaluation?
   Responses were in terms of positions in the school organization, such as superintendent, principal, supervisor and combinations of these. At the same time, respondents were asked to state the number of times per year evaluations were carried out for both probationary and tenured teachers, and how long the classroom observations were in terms of minutes.
3. What happens between evaluators and evaluatees after observation? Respondents were asked about the disposition of the evaluation reports, the nature of the post-evaluation discussions, and the ability of the teacher to appeal any judgments made by the evaluator.

4. What criteria are used by evaluators in teacher evaluation? Fourteen items plus an open-ended category were presented. These included items having to do with classroom matters (climate), subject matter, organizational relationships and community involvement.

5. What are the overall impressions of the teacher evaluation program? This was an open-ended question designed to allow the interviewer to record either specific or general comments made in response to this question or during the process of the interview.

Data. Responses were recorded for each interviewee according to questions on the interview guide. General impressions by the interviewers were also recorded as were general comments by the respondents. Following the interviews, the principal investigators created a master report for each school in which responses were tallied and consensus or lack of consensus for each question was determined for each school. These data were used to develop the tables analyzed in the next section.

IV. Analysis of the Data

A. The Purpose of Teacher Evaluation

Each of the respondents in each sample school building categorized a list of 13 statements pertaining to the purposes of teacher evaluation. The responses for each school building, rated according to the degree each purpose approximated school policy for the particular building, were analyzed as a unit.

A school building was placed in a category if all three respondents agreed, or if two out of three agreed. If the respondents showed no

agreement, the item was listed as showing no consensus. The results are given in Table IV.

Insert Table IV About Here

Discussion

Items Approximating School Policy. For Purpose A, assisting teachers in identifying the areas that need improvement, and Purpose C, assisting the principal or evaluator in identifying areas that need improvement, there was total agreement by all schools that the items approximated school policy.

For Purpose B, stimulating improvement in the teacher's classroom performance, Purpose D, complying with central office or board policy, and Purpose M, assessing the effectiveness of the instructional program, there was consensus in nine of the 11 schools.

Eight of the schools indicated that Purpose I, recommending probationary teachers for permanent status, approximated school policy.

In general, the data showed that the purposes of teacher evaluation as reflected in the policies of the 11 schools focused on what goes on in the classroom, particularly on the performance of the teacher and on ways to improve his performance. In addition, there was emphasis on complying with rules and regulations from administrative, supervisory and policy making authorities.

Items Not Approximating School Policy. For three of the purposes, Purpose F, establishing qualifications for merit pay, Purpose G, selecting teachers for promotion, and Purpose E, qualifying teachers

Table IV

APPROXIMATION OF SCHOOL POLICY TO PURPOSES OF TEACHER EVALUATION ACCORDING TO INDIVIDUAL SCHOOLS

N = 11 Schools

Purpose	Approximation: Approximates School Policy F	(%)	Does Not Approximate School Policy F	(%)	Not Applicable F	(%)	No Consensus F	(%)	Totals F
A. Assist the teacher in identifying the areas that need improvement	11	(100)	0	(0)	0	(0)	0	(0)	11
B. Stimulate improvement in the teacher's classroom performance	9	(82)	1	(9)	0	(0)	1	(9)	11
C. Assist principal or evaluator in identifying areas that need improvement	11	(100)	0	(0)	0	(0)	0	(0)	11
D. Comply with central office or board policy	9	(82)	1	(9)	0	(0)	1	(9)	11
E. Qualify teachers for regular salary increments	2	(18)	7	(65)	1	(9)	1	(9)	11
F. Establish qualifications for merit pay	0	(0)	10	(90)	1	(9)	0	(0)	11
G. Select teachers for promotion	1	(9)	9	(82)	0	(0)	1	(9)	11
H. Identify inservice needs	4	(36)	2	(18)	0	(0)	5	(46)	11
I. Recommend probationary teachers for permanent status	8	(73)	1	(9)	0	(0)	2	(18)	11
J. Improve the curriculum	7	(64)	3	(27)	0	(0)	1	(9)	11
K. Establish evidence where dismissal from service is or might be an issue	3	(27)	2	(18)	0	(0)	6	(55)	11
L. Improve pupil achievement	7	(64)	2	(18)	0	(0)	2	(18)	11
M. Assess effectiveness of instructional program	9	(82)	1	(9)	0	(0)	1	(9)	11
N. Other	0	(0)	0	(0)	9	(82)	2	(18)	11

for salary increments, seven or more of the schools responded that the items did not approximate school policies.

Characteristic of these items was a sense of assessment in terms of good or bad. Items in this category indicated a need for such things as performance criteria to determine the merits of a teacher for purposes of reward. This was in sharp contrast to the purposes approximating school policy which emphasized the improvement of performance.

Items Not Applicable. Nine schools indicated that the category "other" was not applicable. In other words, the majority of respondents felt that the 13 prepared statements of purpose covered all possibilities.

Items on Which Consensus Was Not Reached. In 11 of the 14 categories, including the "other" category, at least one school could not reach consensus. For Purpose H, identifying inservice needs, and Purpose K, establishing evidence for dismissal, an average of 50 percent of the schools did not reach consensus. One implication of this is that for these two items there is potential for conflict within the school regarding the purpose of teacher evaluation.

In general, however, there appeared to be good agreement among respondents regarding the purposes of teacher evaluation in the sample schools.

General Comments. The purposes of teacher evaluation as reflected in the policies of the schools in this sample, emphasized the identification of areas of the teacher's performance which need improvement. Policies did not reflect concern with teacher evaluation as part of salary, merit, or promotion practices. For the most part, there was agreement within each school regarding the purposes of teacher evaluation.

These results, it should be noted, refer to purposes and policies and

not to the practices of evaluation. There was some sense in the interview situations that respondents were reciting chapter and verse relative to evaluation. It could be that respondents have a sense of what the "proper" stance relative to evaluation should be according to conventional wisdom.

B. Observation of Probationary and Tenured Teachers

Each of the respondents was asked to indicate the number of observations undertaken each year for probationary and tenured teachers and the position in the organization of the person doing the observation.

A judgment was made by the researchers following each set of interviews as to the most accurate responses. In general, respondents within a school agreed on the number of observations so, for the most part, there were no arbitrary judgments.' The results are reported in Table V.

Insert Table V About Here

Probationary Teachers. In five of the districts, probationary teachers were observed three times annually. In only three districts were there more than three observations per year, except that one district did not specify the number of observations. This decision was left up to the particular individual and situation.

Relative to the observers, the data showed that principals are involved in the observations for ten of the 11 schools, the one exception being the school where the category of observer was not specified (see next paragraph). The most common observation pattern was for principals and supervisors or department heads to share the observation

Table V

FREQUENCY OF OBSERVATION FOR PROBATIONARY AND TENURED TEACHERS ACCORDING TO CATEGORY OF SUPERVISOR

N=11 Schools

Category of Supervisor	Number of Observations Per Year															
	less than 1		1		2		3		4		5 or more		Discretionary		Totals	
	P	T	P	T	P	T	P	T	P	T	P	T	P	T	P	T
Chief School Officer or Assistant Chief School Officer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Principal or Assistant Principal	0	4	1	1	0	0	2	0	0	0	0	0	0	1	3	6
Department Head or Supervisor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Principal and Department Head or Supervisor	0	0	0	0	1	1	1	0	1	0	2	0	0	1	5	2
Chief School Officer and Principal and Department Head or Supervisor	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1
Chief School Officer and Principal	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
Not Specified	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	2
TOTALS	0	4	1	1	1	2	5	0	1	0	2	0	1	4	11	11

P = Probationary Teachers
T = Tenured Teachers

duties. In only one system was the central office directly involved in the observation of probationary teachers.

In the school district (a small system) where the category of observer was unspecified, the distinction between a chief school officer and a building principal was almost impossible to make. Added to this complication was the fact that observation was made on an informal, practically daily, basis. This district has less than ten teachers (most tenured), few pupils, one small building, and close working relationships.

Tenured Teachers. For tenured teachers, there were some differences in the observation patterns compared to probationary teachers. The most striking difference occurred in the number of observations. Four of the districts observed tenured teachers less than once per year. Typically, the pattern consisted of an observation once each two years. In addition, four schools did not specify the number of observations but the sense of the interviews indicated that observation occurred once a year or less in these schools. In two schools, the tenured teachers were observed twice annually.

For tenured teachers, it was more likely for the principals and assistant principals to assume full responsibility for the observation. This was a slight difference from the observation of probationary teachers where the duties were more likely to be shared with department heads and supervisors.

In one school, tenured staff was engaged in self evaluation. This process was viewed as a move toward competency-based self evaluation. The gist of the program suggested that each staff member assess himself in terms of:

1. his professional growth during the past five years;
2. areas in which the staff member felt he needed improvement; and
3. action planned to strengthen weak areas.

Questions. Analysis of this data generates two questions. First, what is the most appropriate number of observations? The average of two or three visits per year is consistent with other studies of this type, and we can assume not only that this frequency is characteristic of these schools but also that it is a national pattern.

Further, experienced and tenured teachers are observed less frequently. What kinds of judgments can be made of the basis of these observations? Certainly, if observations are the major aspect of evaluation, the pressure is on the teacher to perform well during his two or three chances in the course of a year. On the other hand, if the observation is essentially routine and not a significant part of the evaluation program, then the relatively few number of visitations would be appropriate.

Second, how do the districts relate the frequency of observation with the stated purposes of evaluation? Our previous discussion shows that the general purpose of teacher evaluation is the improvement of instruction. Observations of tenured teachers at the rate of less than once per year hardly seems consonant with the stated purpose of evaluation. Even with probationary teachers, the incidence of two or three observations annually would not appear to give enough of a composite picture of the teaching-learning process to form the basis for genuine improvement. As a cautionary note, however, we should be careful not to erect straw men. Certainly on an informal basis, evaluation in any organizational setting involves information and relationships beyond

those observed in the classroom.

It was interesting to see that none of the schools involved reported peer observation or evaluation. The principal is the dominant figure in the process. Given that the purpose of evaluation is the improvement of instruction, a model for the evaluation process which called for the involvement of various significant others, beyond the line supervisors, would be helpful and appropriate.

In two schools video taping of lessons and post-taping study of teaching was encouraged. In a third school, the administrator would like to move in a video tape direction with peer discussion as a learning/evaluation process after the viewing of the tape.

In one school, guidance counselors were encouraged to observe classrooms. This is essentially an informal visit wherein the counselor gets an opportunity to observe pupils.

C. Duration of Evaluation Observations

Observations generally lasted for one academic period. In two schools, these were 30 minutes in length, in three schools 40 minutes in length, in one school 42 minutes in length and in three schools 45 minutes in length. One school did not report the duration of observations. In at least one school, the total of an observation might be one period but the evaluator tried to observe several classes for shorter periods of time (5, 10 or 15 minutes).

D. Criteria Used by Observers in Teacher Evaluation

The criteria used by observers in teacher evaluation are reported in Table VI. Each of the study respondents was presented a list of

13 items. The data checked by the respondents are reported so that consensus is a minimum of two of the three observers in each school agreeing on the criteria for that school.

Insert Table VI About Here

Discussion

Techniques of instruction and teacher-pupil relations were criteria used by all (100%) of the schools in the sample. Planning and preparation on the part of the teacher was a criterion in ten of the 11 schools studied. Classroom climate, especially as related to teacher-pupil relations, was a criterion in seven of the 11 schools, and nearly half of the schools, five of 11, indicated subject matter competency as a criterion.

In a general sense, these results indicated that observers look at the process of teaching as observed in the classroom. Little attention, except possibly for planning and preparation which occurs outside of the classroom, was paid to other aspects of the teaching role such as relations with parents, system-wide activities, and general contributions to the life of the school.

The interviews revealed, however, that the use of criteria in evaluation was more complex than indicated in Table VI. Whereas non-classroom criteria were not employed when the teacher had little problem with either the classroom or non-classroom aspects of the job, they appeared to be used when the teacher was in some difficulty. For example, inability to get along with parents or to interact effectively

Table VI

CRITERIA USED IN TEACHER EVALUATION ACCORDING TO INDIVIDUAL SCHOOLS

N=11 Schools

	Frequency	
	F	%
1. Techniques of Instruction	11	(100)
2. Planning and Preparation	10	(90)
3. Classroom Climate	7	(64)
4. Teacher-Pupil Relations	11	(100)
5. Subject Matter Competency	5	(46)
6. Teacher-Staff Relations	1	(9)
7. Professional Growth	2	(18)

8. Contribution to School *
9. Teacher Parent Relations *
10. Curriculum Development *
11. Personal Characteristics *
12. Teacher Administrator Relations *
13. Involvement in District Affairs *

* (The following items are not used by any of the schools)

with them was used to develop a negative evaluation but the same criterion did not contribute to a positive evaluation.

None of the schools reported the use of personal characteristics as criteria for evaluation. Principals and supervisors indicated, however, that items such as sloppy dress, short skirts (undefined), and long hair, while formally accepted, were often brought to the attention of the teacher in the post-observation interview.

Analysis of rating forms, reported in a later section, showed that in nearly every case personal characteristics of teachers form a major portion of the instruments. Thus, teachers were formally rated on personal characteristics, but the educators themselves claimed that these results did not enter into the evaluation process.

E. Disposition of Evaluation Reports

One section of the interview schedule concerned the disposition of evaluation reports following the observation. There were ten possibilities given, ranging from the supervisor discussing the results of the observation and giving the teacher a copy, to not informing the teacher at all, or not meeting with the teacher following the observation. Results are reported in Table VII.

Insert Table VII About Here

The basic pattern, characteristic of nine of the 11 schools, was that the supervisor showed the report to the teacher and discussed the results with him. The teacher then signed the report and received a copy. In one district, the teacher signed the report and received a copy without

Table VII

DISPOSITION OF EVALUATION REPORTS FOLLOWING OBSERVATION

N=11 Schools

Disposition	Frequency by Schools	
	F	%
1. Teacher signs evaluation report and receives a copy.	1	(9)
2. Teacher informed of results, results of written report discussed and teacher signs and receives a copy.	9	(83)
3. Teacher informed of results, signs and receives copy.	1	(9)

discussion, and in one school, the teacher was informed of the results, signed and received a copy.

In one school, the supervisor wrote off-the-record suggestions for the teacher observed. These suggestions were not part of the formal reporting system but were given to the teacher after observation. The researchers discovered in one school that there were actually two reports made following observation. One of these was used with the teacher according to the basic pattern just described. The second, on different colored paper, was confidential. This report, not seen by the teacher, was discussed by at least two supervisors and was then deposited in the teacher's confidential file at the central office. It was not known whether this practice occurred at any of the other schools in the sample.

Another pattern identified in one school, which may occur fairly frequently in schools not in this sample, was that one form is used to evaluate individual classroom observations. At the end of the year there was a summary report of these observations plus judgments of other aspects of the teacher role such as community involvement and general contribution to the life of the school.

V. Analysis of Rating Forms

Rating forms were collected from all 11 schools visited and examined for common elements. The results are reported in Table VIII.

Insert Table VIII About Here

Table VIII

CATEGORY FREQUENCIES USED IN RATING FORMS

Category	Frequency
Teaching techniques	11
Classroom management/atmosphere	8
The Teacher - personal qualities	9
- professional qualities	7
- relationships with pupils, parents, and other teachers	5
- strongest professional quality	3
- weakest professional quality	3
- suggestions for improvement	1
- routine responsibilities	4
- promise of growth	1
- attitude	1
- contributions to total program	1
How evaluator will assist teacher	1
Class progress	1
Overall rating	4

All of the forms examined listed teaching techniques as a category of behavior to be evaluated. The names used to describe the category included instructional techniques and teaching ability as well as teaching techniques. Personal qualities, professional qualities and classroom management and atmosphere were included on a majority of the rating forms.

Slightly less than half of the rating forms revealed district concern for relationships among teachers, routine responsibilities of teachers and an overall rating.

Although mentioned infrequently, several districts indicated concern with attitude, promise of growth, contributions to the total program, evaluator assisting the teacher, class progress, and suggestions for improvement. These items were often sub-parts of main categories.

Most of the forms asked the rater to judge the degree of effectiveness on each of the categories, generally on a scale from poor to excellent. The names of the intervals on the scale, however, showed great variation, apparently to mask the stark tone of a simple good-bad dichotomy.

Some of the rating forms collected are reproduced in Appendix A.

VI. Critique of the Basic Evaluation Pattern

Thus far the basic patterns for teacher evaluation both nationally and in the Capital Area district have been described in detail. To form a basis for recommending changes in the procedure, we will examine these results critically. There are positive factors in the current process of course, but in the judgment of the author the negative elements of the basic patterns are so strong that serious consideration of changes is warranted.

Classroom observation by supervisors of teacher performance is the basis for evaluation. The evidence is overwhelming, however, that rater reliability of classroom performance is extremely low. Given the lack of any definitive theory of teaching, it is apparent that raters operate from individual models of teaching effectiveness. There are as many models as there are raters. Rater reliability can be increased somewhat by training and by group interaction, but we cannot identify any way to establish sufficient consistency. It is obvious, then, that classroom observation by itself is not an effective way to evaluate.

The number of observations per year, as indicated in the data, averages about three for probationary teachers and less for tenured teachers. This is a small number relative to the total hours taught. From the point of view of the teacher, spot observations of this kind hardly constitute the basis for the valid judgment of performance, even if the reliability of the raters could be established.

The data indicate that principals are nearly always involved in the evaluation and that frequently they are the sole judges. Although principals have generally been successful teachers, there is no evidence that they agree on what constitutes good teaching to a greater extent than any other group. There is even some suggestion that administrators are less reliable than teachers in ratings. Furthermore, the growing complexities in specific subject matter areas calls into question the expertise attributed to "master teachers," who for one reason or another have fled the classroom.

The purposes of teacher evaluation as indicated in the survey reported here generally have to do with the improvement of instruction, or more broadly the improvement of the teaching/learning process. It is

clear that, at least in terms of purpose, teacher evaluation is not used for salary increases, merit pay, promotion or other hygienic factors. The emphasis rather is on the professional performance. It follows, therefore, that the criteria and the rating forms used ought to reflect the common purposes. Analysis shows, however, that whereas the criteria emphasize what goes on in the classroom, they deal predominately with process variables such as the techniques of instruction or the maintenance of good rapport. There is much less emphasis on subject matter competency, on planning, on evaluation techniques, elements which are professionally oriented. Furthermore, the rating forms themselves, almost without exception, include a good proportion of categories having to do with teacher personality, dress, appearance and the like. The discrepancies among the purposes, the criteria used and the rating forms themselves constitute confusing aspects in the traditional evaluation process, especially from the teacher's point of view.

The general conclusion we draw from the survey, from the literature, from discussion and observation with teachers and administrators is that some more effective approaches to teacher evaluation need to be developed.

VI. Alternative Approaches

Thus far, in this report, current approaches to teacher evaluation have been examined in terms of actual practices carried on in elementary and secondary schools. The evidence is very strong that the basic system involves observation of a relatively few classroom performances of teachers by superordinates, generally principals, followed by a conference between the supervisor and the teacher. At this conference, the rating form used by the supervisor is used as the basis of discussion. The content of the

conference generally centers around both positive and negative aspects of what the observer saw, identification of problems and suggestions for improvement.

Although this model may be the dominant one in current practice, other approaches have been considered, developed, tested and (in a few cases) implemented.

Many efforts have been made, for example, to rationalize the teaching process itself, to isolate those behaviors which characterize the interaction between teacher and student. The Flanders approach (Flanders, 1970), one of the most successful efforts of this type, asks the observer to note or count a number of activities occurring in the classroom such as the number of times the teacher speaks in the course of the class compared to the number of times students speak. This sort of ratio enables the supervisor to point out to the teacher that one source of problem in the class may be that the teacher is not giving sufficient time for pupil participation. There is an assumption here, of course, that student participation is good, or that a balance between teacher and pupil input is a criterion of successful teaching.

A system called IOTA (Instrument for the Observation of Teaching Activities) is an attempt to break teaching into categories of activities called competencies which can be observed, measured and ranked (National IOTA Council, 1970). The basic purpose of this system is the improvement of instruction as opposed to the awarding of merit or tenure. The effort is to determine by the use of rating scales, based on the categories of activities, how well teachers are performing. IOTA incorporates the use of peer rating, once the participants have received training in the use

of the various scales and the interpretation of them. Pre- and post-teaching conferences are built in so that teachers know what is being observed prior to the teaching, and then they can compare the performance to the objectives following the observation. Improvement, thus, is keyed to whether the "roles" as described by IOTA are being played by the teacher according to the agreed on standards. The emphasis, in this approach, is on what occurs in the classroom.

These are only two approaches to the task of performance evaluation among many similar ones which are being tried in school systems. It is not the intent of this discussion to suggest that these approaches and others like them are inappropriate, given the assumptions which underlie them. Rather, they are serious efforts to rationalize and systematize one of the basic underpinnings of the teaching process, the idea that teachers and teaching should be judged on the basis of classroom performance.

There are difficulties with most of these efforts, however. First, most of them, including the two discussed here, place a heavy emphasis on rating scales and recorded observations. Not only are there vast amounts of paper work involved, but the skills required by systems such as Flanders require special training which is costly and time consuming. It is possible to become so caught up in the techniques of evaluation and the language of it that one loses sight of the prime objectives which involve the improvement of instruction.

A second common problem with many of these approaches (and a problem almost invariably characteristic of the traditional modes of evaluation identified in our survey) concerns the criteria to be employed.

In the area of "criteria evaluation of teacher effectiveness" a

widely acclaimed researcher, H. E. Mitzel (Mitzel, 1957) has provided us with a touchstone in his classic formulation of three types of criteria: presage, process and product. Presage Criteria, which are assumed to have predictive validity, relate to teacher characteristics that are present before the teaching act begins. Such criteria include measures of those traits and background variables that the teacher brings to the job, attitudes towards students, length and type of pre-service teacher education, achievement in university courses, and personal characteristics such as appearance and voice. Process Criteria refer to those aspects of teacher and student behavior that are believed to be worthwhile in their own right. While such criteria are not necessarily directly related to the primary objectives of education, their presence (or absence) in the classroom is sometimes looked for because of their assumed mediating effects on product criteria or educational outcomes. Process criteria are believed to be predictive of student growth and include such variables as methods of instruction, interaction patterns among students and teacher, verbal behaviors in the classroom such as amount of teacher time spent in presenting ideas as compared with that spent in answering student questions. Product Criteria depend for definition upon a set of objectives towards which teaching is directed. These criteria are measures of student performance, student attitudes and other educational outcomes. The use of product criteria emphasizes the assessment of teacher effectiveness in the light of effects on students. These effects are variously called student gains, student growth, or student changes, but they all involve measurement of change in student behavior, a portion of which can be

logically attributed to the influence of individual teachers.*

Most approaches to teacher evaluation in the public schools have historically emphasized either presage criteria or process criteria with less attention paid to product criteria. The number of degrees held or course credits accumulated, for example, is important in the determination of where a teacher fits on the salary schedule. Rating scales and classroom observation systems almost always place a heavy emphasis on classroom climate, techniques such as use of the blackboard, and personal qualities such as voice, appearance and pleasant personality. Product criteria, such as student gain, have not been too important in evaluation practices, partly because of the lack of ability to measure precisely the gains which can be attributed to teaching performance.

VII. An Alternative Model

For the final section of this report, we have developed some ideas about teacher evaluation which attempt to overcome some of the problems identified in current practices and current innovative approaches.

The underlying assumptions about this model are as follows:

1. An evaluation system should be relatively simple, avoiding excesses of record keeping and forms.
2. The purpose of an evaluation system is the improvement of the teaching/learning process.
3. The evaluation system should reflect the general purpose.
4. The implementation of an evaluation system should not be extremely disruptive to the established modes of operation of the school.

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*This discussion of criteria is provided by Dr. J. Glenn Scott, Assistant Coordinator of Graduate Studies, The Ontario Institute for Studies in Education.

The model assumes a vastly different concept of supervision than that now in practice according to the survey reported here, and the successful implementation of the model would require that principals and supervisors in schools conceive of their role in a particular way.

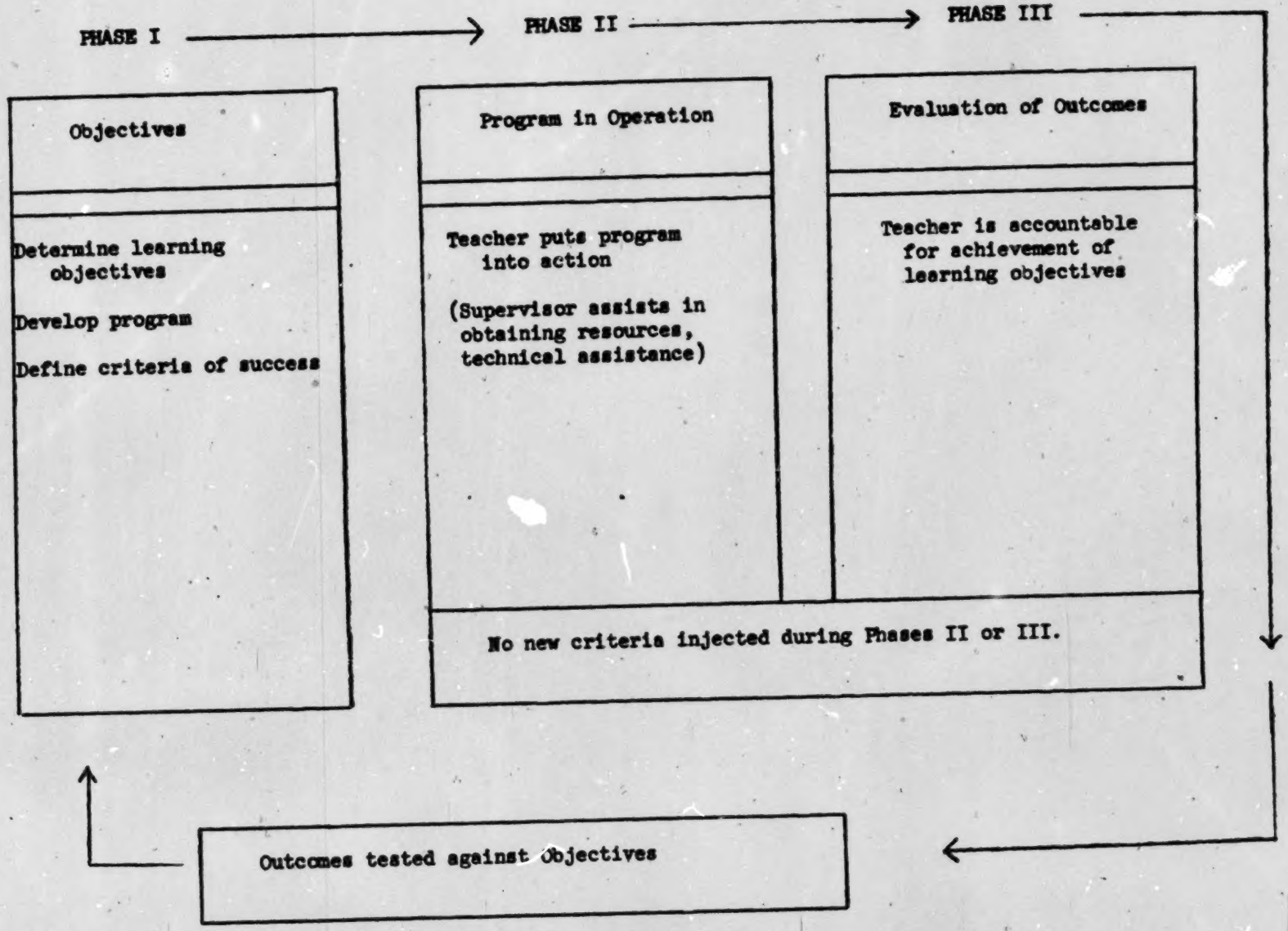
In the most general sense, the total role of principal in elementary and secondary schools consists of expected behaviors outside of the school and within the school. Outside of the school, the principal acts in a political sense to compete for scarce resources by cultivating relationships with the central office, with other schools in the system, with the board of education, with the community and with agencies outside of the school district. Internal to the school, the principal acts to develop programs by ensuring that objectives are set, that the various parts of the school are organized so that objectives can be met and that evaluation in terms of whether objectives have been reached occurs. The internal function includes the motivation of teachers, the counseling of teachers in various problem areas, the fostering of an appropriate climate and finally personnel evaluation. Note that the emphasis here is on the administrative function of creating and implementing a system of evaluation and not the function of actually doing evaluation.

Evaluation is conceived as a three-phased process as indicated in Figure I.

Insert Figure I About Here

Phase I is the objective setting phase. In this phase, which is the most important from the supervisory point of view, the supervisor and

FIGURE I



A MODEL FOR ASSESSING TEACHER EFFECTIVENESS

the teacher sit down prior to any classroom presentation or series of classroom presentations. This process involves first the determination of the learning objectives. That is for the unit under evaluation, the intended outcomes should be specified. These objectives should be agreed on in advance by both the teacher and the supervisor. Second, the planning should consider the type of program appropriate for the achievement of the objectives, i.e., the classroom procedures envisioned. In this phase, the supervisor and teacher together can explore various alternatives for the presentation, discuss various resources available and, in general, strive for an effective means of achieving the objectives. Finally, and crucially, the supervisor and the teacher agree at this stage on what the criteria for evaluation will be. Such criteria may include formal means such as the use of objective tests, but they may also include judgments about the performance by students, by the supervisor, by the teacher, by other teachers. Classroom observation may or may not be part of the evaluation process, depending on whether it seems appropriate for the particular unit under review. The point is that, whatever the criteria, both the teacher and supervisor know what it is that will be examined in advance, thus minimizing the threat to the teacher brought about by ignorance of what is being evaluated. Further, the particular model of "good" teaching held by the supervisor will not be imposed on the teacher without his knowledge and agreement.

Phase II is the program in operation. At this stage, generally, classroom presentations occur, especially if the school is a traditional one. The supervisory behavior in Phase II is dependent on the procedures agreed on in Phase I. That is, classroom observation by the supervisor

does not occur unless the teacher and supervisor have agreed that some aspect of classroom performance is to be evaluated such as skill in discussion, ability to maintain discipline or the like. Further, if observation is part of the process, the mode of observation is specified in advance. If there is to be a checklist employed, both the teacher and supervisor know what the items on the checklist are, how long the supervisor is to remain in the room and the nature of his reporting. It is both conceivable and appropriate, however, that classroom observation not occur as part of the evaluation process. The determination of whether objectives have been met can be ascertained by means entirely independent of how the lesson is taught. Further, as has been demonstrated earlier in this report, observation is notoriously unreliable as a device for measuring performance.

Phase III is the evaluation of outcomes. Here the teacher is accountable for the achievement of the objectives specified in Phase I. The particular evaluation process agreed on is put into operation. This may take the form of the administration of tests to the students, examination of products from the unit undertaken, opinions from peers, students and supervisors, analysis by the teacher of what occurred, and of the extent to which objectives have been met. This process avoids the common trap of applying universal criteria to what may be a unique situation. One does not test objectively, for example, the extent to which students have gained an appreciation of poetry.

Of particular importance during Phases II and III is that no new criteria for evaluation be introduced. The only criteria to be used are those agreed on in Phase I. Thus, if an objective test is to be the

measure of achievement, the supervisor cannot introduce his observations about the lack of classroom control during the evaluative phase.

This approach to evaluation is cyclical. Thus, at the conclusion of the evaluation phase, the information gained is fed back into the system. It is at this point that a major difference is noted from the traditional pattern of evaluation. Assuming that objectives have not been reached, the supervisor and teacher logically examine three possibilities. First, the objectives may have been unrealistic (Phase I). Second, the program in operation may have been inadequate or some aspect of the teaching performance weak (Phase II). Or the evaluation system itself may have been lacking (Phase III). Traditionally, failure to reach objectives or to achieve some "model" of good teaching has been attributed to the teaching process itself, with little attention to the other aspects of the model. If the problem has been attributed to difficulties in Phase II, then during the next run through of the process, the teacher and supervisor may agree that it would be appropriate to concentrate on some aspect of the teaching performance, for example, the ability to exercise classroom control. Again, this would be the result of a cooperative examination of the problem and agreement on what to do about it.

Several points should be emphasized about the effect of employing this model of teacher evaluation.

First, using this evaluation model mandates a different and broader role for the supervisor. Most supervisors have concentrated their efforts on classroom observation and the post-observation conference. In terms of supervisory training, socialization, and internalized values, supervisors approach evaluation in terms of the evaluation of classroom performance.

The model described here requires the supervisor to place a major effort in terms of time and professional input on the pre-observation aspects of the system. Skills at planning, examining objectives, setting up evaluation processes are needed. It follows, also, that there would be less emphasis on classroom evaluation, although the model indicates that such activities may be part of the process.

Second, the teacher in this system develops a new relationship with the supervisor. This may be described as a collegial relationship in the sense that the teacher and supervisor, almost as professional colleagues, work through the process together. Ideally, the traditional threat involved in evaluation would diminish because the teacher would know exactly what was to occur in the process and, in fact, would have participated in the determination of what was to occur.

Third, the process in structural terms is simple and flexible, although what is being evaluated is extremely complex. There is a minimum of paper work involved, unless the participants choose otherwise. There is no mandated check of things to look for, no complicated set of interactions to record. Furthermore, the process may vary according to the particular situation. For example, if the teacher is a beginning teacher, then there might be more emphasis on classroom techniques, sharing of experiences about how to present things and the like. For the experienced teacher, classroom technique is not likely to be a major concern, but perhaps a refinement of objectives or the testing of an innovative approach might be of interest and might contribute to the improvement of the learning process for the students.

It was stated earlier that this system assumes that the purpose of evaluation is the improvement of the teaching/learning process. It also

assumes that the vast majority of teachers are more or less competent. In situations where there is obvious incompetence or a complete mismatch between the expectations for the teacher and his performance, the system is not quite so appropriate. Thus, if the concern is whether to maintain the teacher in employment, the emphasis probably should return to the hierarchical nature of the supervisory role. Even in this situation, however, the inability of the teacher may be related to skills in planning and objective setting rather than classroom performance, and the elements of the model could enable a supervisor to pinpoint exactly where the weakness is. Dismissal of teachers, of course, typically involves many factors outside of the evaluation system, including political factors. Such problems require the exercise of a wide variety of administrative techniques beyond those required to improve the teaching/learning process.

VIII. Implementing the Alternative Model

The implementing of the ideas expressed in the previous section is difficult. There is no cookbook plan for incorporating the model into operating school systems. Each system is unique to an extent, consisting of different combinations of facilities, personnel and resources. It would be presumptious to suggest detailed plans for setting up systems, for working within district and state policy mandates, for suggesting methods by which on-line supervisors can solve all their problems. But there are some guidelines by which leadership can move a system toward the design of an appropriate evaluation system.

At the outset, administrators must consider that there are at least two strong forces motivating teachers as a group these days. One is the move toward professionalism in the sense of increased training and

increased expertise on the part of teachers, and the development of loyalties toward the discipline of teaching as opposed to particular organizational loyalties. The second is increasing demands for participating in decision making on matters relating to the carrying out of the teaching function. The design of any evaluation system must accommodate both of these as facts of organizational life.

The first guideline for implementing the alternative model is to begin small. Begin by creating a work group of several individuals whose objective it is to adopt the alternative model for evaluation for the teachers involved in the group. If it is a team teaching situation, the problem is not great. Simply choose one of the teams as the work group. If there are no teams, choose a group concerned with one subject area, such as teachers teaching third grade reading in an elementary school or the tenth grade math teachers in a secondary school. In addition to the teachers, this work group might include the principal, at least for the first time through, and in a large school perhaps a department head or a consultant if one is available. Choosing teachers interested in the new approach is crucial. It is not something that should be forced too quickly on unwilling teachers until the pitfalls have been identified and ironed out.

This group might meet several times, not really too often, to work out objectives for their teaching over a period of several weeks, perhaps a month. Each individual teacher's objectives might differ, but each would be subject to discussion and modification by others in the group. These objectives do not need to be too complex, nor all inclusive at the beginning until the group learns something about the process of objective

setting. Each teacher would propose methods for achieving the objectives and these would be subject to group scrutiny. Finally, the group would agree on ways to evaluate whether the objectives had been reached. These might include some objective tests which would be administered to the students, but perhaps more important, the criteria might include judgments by other team members, analysis by the teachers of progress made or other methods. The point is that everyone in the work group would have agreed in advance about the evaluation process, and the agreement would include by implication that for this particular work period evaluation would not be on any other basis.

The next step would be for the learning experiences to take place over the designated period. This process might include observation by the principal, consultant or department head if the team had agreed that this would be appropriate. At the end of the process period, the agreed on evaluation system would be implemented, whether it be testing, discussion, written report or whatever. Following this the team would meet as a whole and the evaluation would be looked at by the whole group. If there was a shortfall between objectives and output, the team would attempt to identify where the problem lay. If it was that the objectives were inappropriate, they would be modified. If the teacher has classroom problems, these could be identified. In this way, the process begins all over again.

IX. Conclusion

Traditional evaluation patterns as identified in the survey do not promote the development of teaching effectiveness and do not allow the exercise of administrative skill and judgment in the improvement of the

process. The alternative model, as proposed, is a systemization of activities already known in theory and practice, and already tested in the behaviors of teachers and administrators on an ad hoc basis.

This survey, as well as others, indicates a need for change in the practice of teacher evaluation. Change in the direction of the alternative model for evaluation or some other model will not be easy to achieve. The traditional pattern is heavily ingrained in the thinking and habits of central office administrators, principals and teachers. It was not unusual, in the course of this survey, to hear school people agreeing with the ideas of the alternative model and even claiming that individual schools have already adopted the recommendations. And yet, not a single school or school system in the survey on the basis of objective evidence had deviated very much from traditional patterns. Many educators, then, cannot even recognize what it is they are now doing, or for some reason are unwilling to admit to themselves or others that what they say they do and what they do are not one and the same thing.

What is needed to effect change in the direction indicated is a commitment on the part of school systems to engage in long term inservice training for teachers and most particularly for administrators about the need for a systematic evaluation process. The alternative model implies a basic reformulation of the supervisory role, and such a change requires more than a new structure, or a mandate from above. It requires a change in the way administrators think about their own jobs and about their basic relationships with teachers.

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APPENDIX A

SAMPLE RATING FORMS

BOARD OF EDUCATION

SUPERINTENDENT

TEACHER DEVELOPMENT

NAME _____ STATUS _____ SUBJECT _____
Probationer 1 2 3 4 5
Tenure
School _____ Substitute RS or IT DATE _____

B-29a/BE

	OUT-STANDING	ABOVE AVERAGE	SATIS-FACTORY	NEEDS IMPROV XX	UNSATIS-FACTORY XX
1. Professional Qualifications and attitudes.					
a. Voice and Speech					
b. Personal Appearance					
c. Poise					
d. Sense of Responsibility					
e. Attendance Record					
f. Enthusiasm					
g. Disposition					
h. Willingness to accept criticism					
i. Professional Ethics					
j. Cooperation with Administrators					
k. Cooperation with co-workers					
l. Relations with Parents & Public					
m. Loyalty to School & System					
n. Other (specify)					
2. Teacher Effectiveness					
a. Knowledge of subject matter					
b. Preparation & Planning of classwork					
c. Skill in presentation					
d. Adapting work to class level					
e. Recognition of individual differences					
f. Resourcefulness & Initiative					
g. Motivation of pupils					
h. Pupil participation					
i. Rapport with pupils					
j. Use of resources and materials					
k. Remedial efforts					
l. Classroom control & discipline					
m. Promptness in handling reports					
n. Register & Homeroom responsibility					
o. Housekeeping					
p. Other (specify)					

X 3. COMMENTS: (Evaluator must comment on evaluations placed in these columns)

_____

_____

4. ADDITIONAL COMMENTS:

A. Specific strengths _____

B. Specific weaknesses _____

C. Suggestions for improvement _____

D. Ways in which the evaluator has helped or plans to assist the teacher _____

E. Trends since last evaluation _____

TEACHER COMMENT

Special Directions: The teacher will make any comments which the teacher may wish to include as part of the record of this evaluation.

_____

Signatures of Participants: Evaluator _____

Teacher _____

(Note: The signature of the teacher indicates that the teacher has read this evaluation and has knowledge of the evaluation and recommendations made by the evaluator.)

TEACHER EVALUATION

Teacher _____ Experience_____ Observer_____

Grade/Subject_____ School_____

Time Spent_____ Date _____

INCLUDED BELOW:

I. What was observed.
II. Evaluative judgement of what was observed.
III. Suggestions for improvement.
IV. Overall rating for this evaluation - see below.
V. Date of conference with teacher.
VI. Principal's signature

. . . . . .

Excellent	Good	Average	Below Average	Poor

, NEW YORK

OBSERVATION REPORT

Teacher _____ Grade/Subject/Level _____

Observer _____ Observation: Date & Length _____

Conference date with Teacher _____

This report is to be completed after each observation, its contents discussed with the teacher observed, a copy given to the teacher at the time of the conference, and a copy filed with the building principal for inclusion in the teacher's folder. Observers are to make observations and evaluations about the lesson, the pupils, and the teacher.

Statements of commendations, recommendations, and directions given teachers are to be included at the end of the report.

, NEW YORK

EVALUATION FOR CONTINUED EMPLOYMENT

Name _____
Tenure Effective _____
Teaching Area _____
School _____

Comment in one or two sentences or with several adjectives on the individual staff member's:

1) TEACHING ABILITY _____

2) CLASSROOM MANAGEMENT _____

3) CONTRIBUTION TO TOTAL SCHOOL PROGRAM _____

4) PERSONAL QUALITIES _____

5) PROFESSIONAL GROWTH _____

6) STRONGEST PROFESSIONAL QUALITY _____

7) WEAKEST PROFESSIONAL QUALITY _____

GENERAL RATING: _____ Satisfactory _____ Unsatisfactory

YOUR RECOMMENDATIONS CONCERNING CONTINUED EMPLOYMENT

_____

The signature below indicates that the teacher has seen the report.

_____ Teacher's Signature

_____ Date

_____ Supervisor/Administrator

_____ Date

DO-15

_____ - TEACHER VISITATION EVALUATION

Teacher's Name _____ Grade/Subject _____ Lesson _____

Date _____ Time _____ Observer _____

Teacher's Signature _____

The teacher is evaluated by placing a check mark in the appropriate square after each of the following:

	COMMENDABLE	MORE THAN SATISFACTORY	SATISFACTORY	NEEDS DEVELOPMENT	UNSATISFACTORY
A. CLASSROOM ATMOSPHERE					
1. Classroom environment is conducive to wholesome education					
2. Bulletin boards are colorful, attractive & purposeful					
3. Original work of children, as well as teacher-made materials, are displayed on bulletin boards					
4. Materials are accessible					
5. Teacher's materials are neatly maintained W/room, shelves & closets in order					
B. THE TEACHER - PERSONAL AND PROFESSIONAL QUALITIES					
1. Personal appearance					
2. Voice, diction and use of English					
3. Sympathetic understanding of children					
4. Resourcefulness and initiative					
5. Enthusiasm					
6. Evidence of professional growth					
7. Evidence of knowledge in the area taught					
C. TEACHER TECHNIQUE					
1. The lesson gave evidence of good planning & preparation					
2. The lesson was taught with purpose					
3. The plan book was up to date and understandable					
4. The children were motivated and stimulated for the lesson					
5. Activities of the lesson were worthwhile & suited to the children					
6. Skill was used in adapting instruction to individual needs & capacities					
7. Children participated and responded					
8. Objectives of the lesson were carried out					
9. Conclusions were drawn and the lesson was summarized					
10. Teacher made wise and efficient use of time, materials and methods					
11. There is evidence of correlation between subjects					
D. RELATIONSHIPS					
1. Good rapport between children and teacher					
2. Children respect the opinions of others & the decisions of the group					
3. Evidence of good mental health & wholesome emotional climate free from tensions and undue pressures					
E. SUPERVISION OF CHILDREN					
1. Classroom control is positive in nature					
2. Classroom control allows for constructive work					
3. Children give evidence of good work-study habits					
4. Children are encouraged to think clearly & independently					
F. General Rating of Over-All Effectiveness					

G. Other Comments: _____

_____

_____

EVALUATION OF THE NON-TENURE TEACHER

Teacher _____ School _____ Date _____

Subject and/or Grade _____ Started Teaching in _____

To Principals:

A tenure appointment with the Public Schools is a most critical decision. Only teachers with high intelligence, poise, vitality, a belief in the great importance of public education, and a desire to invest in academic and professional improvement will be recommended.

The first four categories of the evaluation form are based on the Merit Evaluation Instrument. Thus, detail in these categories can be determined by referring to merit forms. Additional items are included which apply to teachers in early years of service in . The general evaluation in each category is to be indicated by a check on the line. A check below the vertical line indicates a need to improve if tenure status is to be achieved. A relatively consistent evaluation just above the line, or one evaluation below the line, may result in a non-tenure recommendation. The space provided for comments is to be used for information relative to especially good or poor items.

* * * * * * * * * * * *

I. Effectiveness in the Classroom | Low | High

1. Knowledge of subject matter.
2. Encourages and develops a respect for authority and fosters considerate attitudes.
3. Fosters pride and satisfaction in a job well done.
4. Maintains a purposeful tone.
5. Plans well.
6. Demonstrates effective use of instructional procedures and materials.
7. Is alert to differences in ability and in individual needs.
8. Treats all children fairly and impartially.
9. Feels responsibility for all other aspects of growth in addition to academic growth.
10. Shows evidence of resourcefulness, creativeness, and individuality.

_____

_____

_____

_____

II. Effectiveness in Parent-Teacher Relations | L | H

1. Has understanding attitude towards parents.
2. Conveys his honest appraisal with diplomacy and tact.
3. Inspires confidence and assures parents of real interest in their children's welfare.
4. Makes parent reporting useful and satisfying to both parent and teacher.

_____

_____

_____

III. **Effectiveness in Staff Relations** | L | H

1. Maintains ethical and loyal school relationships.
2. Is a "sharing" person.
3. Is a cooperative and understanding person.

IV. **Effectiveness within the Profession** | L | H

1. Maintains an active interest in the profession.
2. Has a positive attitude toward the profession.
3. Treats confidential matters as such.
4. Shows judgment in public discussion of professional problems.
5. Is frank and open-minded in staff discussions.

V. **Personal Qualifications** | L | H

1. Has an even disposition.
2. Evidences maturity.
3. Shows confidence when innovating.
4. Dresses in good taste and is well groomed.
5. Speaks in a pleasing and attention getting voice.
6. Has a sense of humor.
7. Is energetic and has a good attendance record.

VI. **Promise of Growth** | L | H

1. Evidences professional growth during past year.
2. Searches for ways to improve his teaching.
3. Makes good use of his strongest assets.
4. Works to correct weaknesses.

VII. **General Evaluation and Recommendation** | L | H

Recommended for: Second Year_____ Third Year_____ Tenure_____

Comments:_____

_____ (Signed)

_____ (Position)

APPENDIX B

INTERVIEW GUIDE

TEACHER EVALUATION

CURRENT PRACTICES IN THE CAPITAL DISTRICT OF NEW YORK STATE

Schedule I DISTRICT INFORMATION

A. Interviewer _____

B. Name of district _____

C. Name of building _____

Grade range _____

D. Persons interviewed

	Name (optional)	Title
a.	_____	_____
b.	_____	_____
c.	_____	_____

E. September Average Daily Attendance _____

F. Per pupil expenditure (1972-73) _____

SCHEDULE II

What is the purpose of teacher evaluation?

TALLY SHEET

Card Designation	1 most closely approximates	2 closely approximates	3 does not approximate	4 not applicable or other
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				
K				
L				
M				
N				